

“The complaint is being made to me, that young men who have been taken as laboratory and office-helpers, without more than the commonest school education, are, after two years of pupilage, entering the ranks of the dental profession. This is one of the degrading influences which have been keeping low the standard of dental education, and have been launching too large a number of poorly fitted novitiates upon the public. If one may, from a common workman with a little knowledge of English, be relegated, in the short period of eighteen months, or, as now, thirty months, to the performance of one of the most difficult and responsible functions, what must be thought by the intelligent members of the community which requires five years for its members to learn properly to do the work of ordinary trades, of a pretended profession which has no higher preliminary standard than the majority of the schools require? How different the result would be in case each student had been required to have, at least, an academic education, or have been subjected to the most rigid tests, by an academic board, *independent of the dental schools.*”

Dr. Chas. J. Essig criticized the fairness of State Examining Boards, demanding further examination before practice from holders of dental diplomas, and very clearly exposed the inferiority of such examination to that demanded by the college faculties. He maintained that it required just as high a degree of knowledge to examine students as to teach them; and the question arose as to the qualifications of some of these examiners. “The present method of examining by state boards is as arbitrary as it is slipshod and superficial. It will not be long before it will become apparent to all who are interested in this phase of dental education, that such examinations should be written; questions and answers should be in writing, and be placed on record for reference when occasion requires. The questions should be in the handwriting of the examiners, and the answers in that of the candidate.”

[It may interest the worthy Doctor to know that this has been the invariable rule in Ontario and Quebec ever since the organization in 1868, and has never been departed from.—ED.]

Dr. Essig stood up bravely for the work of the colleges, and showed that in spite of many difficulties, their faculties, through the National Board of Dental Examiners, and the National Board of Dental Faculties, had lengthened the terms and generally raised the standard of teaching. He deprecated any effort to antagonize the schools and teachers: favored the extension of the time to five years—but “how many students do you think we would have?” “The commercial side of the question could not be ignored.”

Dr. Essig doubted if “any subject in the curriculum can be presented to dental students in a more practical way by well-posted and well-educated dentists than by a medical practitioner. There